BEYOND THE CLASSROOM

A GUIDE TO OUTDOOR EDUCATION

1985

Manitoba Education

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PREFACE

As a result of a survey conducted in 1983 by the Manitoba Outdoor Education Association with assistance from Manitoba Education, it was recognized that some direction was needed to assist teachers in the planning and implementation of outdoor education programs.

The intention of this document is to provide a guideline to ensure well planned, safe and enriching experiences. "Beyond the Classroom" is not meant to be all inclusive in respect to activity or procedures. However, it does emphasize goal planning and documentation; encourages the development of a progressive, multi-disciplinary school program; promotes the importance of pre and post event activities; and, encourages the use of a variety of program settings including the school site, community, residential camp, wilderness and extended travel. Emphasis is placed on school site activity.

ACKNOWLEDGEMENT

Manitoba Education would like to thank all those organizations, agencies and individuals who initially helped in the preparation of an unpublished Outdoor Education document in 1978. The illustrations incorporated here are from the original document.

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I. INTRODUCTION

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Outdoor Education can have a variety of meanings depending upon the various needs or concerns of teachers. Generally, it is defined as an interdisciplinary approach to learning through the use of the out-of-doors and all its resources. It is a *method of teaching* using direct experiences with out-of-class situations (including nature, people, objects, things, places, etc.) to enhance in-class teaching and learning. It also serves as a means of *curriculum enrichment* for all class disciplines through experiences *IN* and *FOR* the out-of doors.

EDUCATION "IN" THE OUT-OF-DOORS:

Education *IN* the out-of-doors is the most common type of "beyond the classroom" teaching and learning. The teacher can use the more concrete or real-world teaching resources to strengthen or augment in-class instruction. Outdoor excursions can become data-collection sessions for future in-class projects.

EDUCATION "FOR" THE OUT-OF DOORS:

Teaching *FOR* the out-of-doors is providing instruction to learn all about the outdoor environment. This includes teaching for its projection and its enjoyment for recreation or survival purposes.

With the degradation of the natural environment, there is a need for more in-school attention to environmental awareness, ecology, pollution and other topics *"for"* the out-of doors. Each subject discipline can integrate and support the Outdoor Education approach.

The nature of Outdoor Education programming lends itself to exciting opportunities. Going out-of-doors for the sake of going outside is *NOT* Outdoor Education. The activity must be well thought out, purposeful and educationally sound. Good planning is important to ensure the justification and continuation of support for *OUTDOOR EDUCATION.*

II. OUTDOOR EDUCATION - WHAT IT MEANS

II. OUTDOOR EDUCATION: WHAT IT MEANS. . .

The shift from the classroom to the "out-of-doors" clearly implies a variety of responses and responsibilities from the groups involved.

A. TO THE STUDENTS:

- Provide a "hands on" experience in making discoveries about the constructed and natural environment,
- Develop skills in the cognitive, affective and psychomotor areas of learning,
- Provide a motivating and exciting approach to learning.

B. TO THE LEADERS:

- Acquire the skills and the knowledge necessary for guiding students toward the Outdoor Education program objectives,
- Instill a respect and appreciation for human accomplishments and the wonders of nature,
- Plan for and implement all three phases of the program; pre-activities leading up to the event, the actual event and the post-activities that provide opportunities to use the information gained.

C. TO THE PRINCIPALS:

- Support its value and effectiveness,
- Plan for professional development, flexible teacher time-tabling, innovative fund-raising projects,
- Enforce the school board's policy on outdoor education activities,
- Evaluate the program and the competency of the staff to provide safe and appropriate instruction,
- Inform the parents and community of the program,
- Encourage *all* subject areas to incorporate activities "beyond the classroom".

D. TO THE PARENTS:

- Provide financial support when necessary,
- Provide volunteer help when needed,
- Encourage their children to participate with a positive attitude.

E. TO THE COMMUNITY:

- Help by providing facilities, equipment, and expertise in leadership,
- Publicize and support the program's fund raising projects,
- Participate in the evaluation.

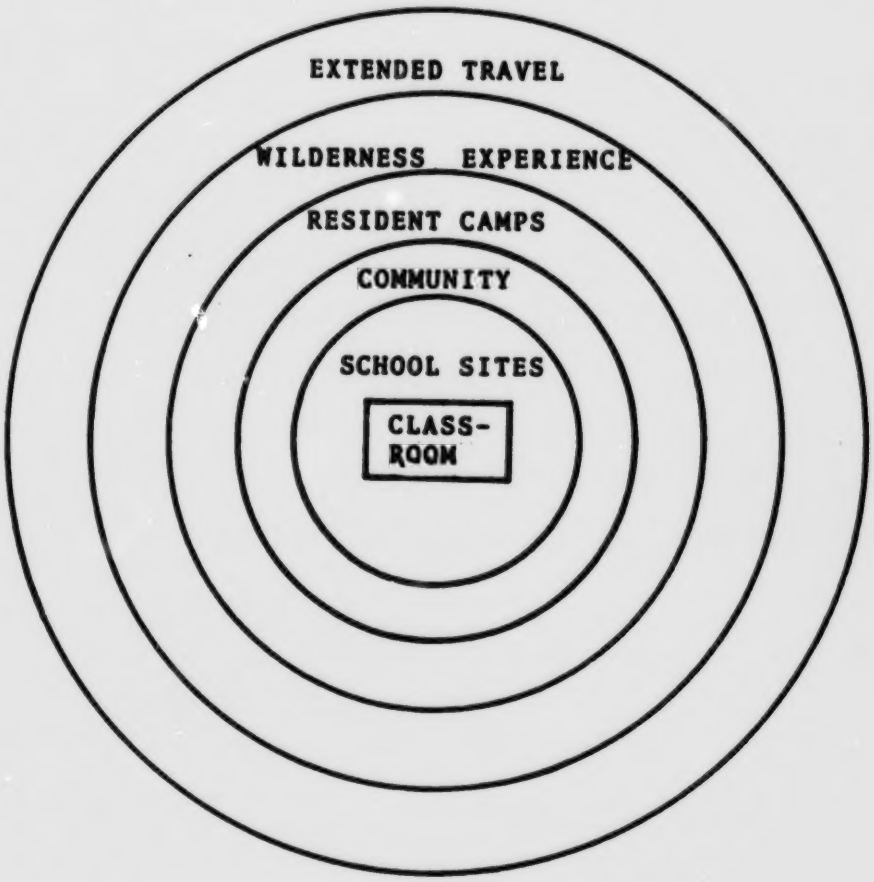
F. TO THE SUPERINTENDENTS AND SCHOOL BOARD:

- Support the value, effectiveness of an Outdoor Education program,
- Provide opportunity for professional development programs for leaders,
- Provide financial assistance for purchasing materials, travel etc.,
- Allocate time within school hours to conduct the activities,
- Prepare a policy regarding health and safety standards.

G. TO THE GOVERNMENT AGENCIES:

- Support through statements of official good will toward the outdoor education approach and professional development,
- Provide laision services between concerned public and private agencies,
- Develop and distribute resource materials relevant to Outdoor Education.

III. GUIDELINES FOR PLANNING AND DEVELOPING THE PROGRAM



The Outdoor Education program moves "beyond the classroom" with a progressive, sequential approach to the other program settings.

A. PLANNING AND DEVELOPING A SCHOOL PROGRAM

This section outlines procedures in planning and developing a total school program. There are many activities and concepts which can be taught, but it is essential to identify the program objectives and pursue a plan of action that utilizes all available resources. A program should be discussed and planned by the school staff following these steps.

1. identify objectives
2. catalogue and assess resources and settings available
3. choose activities to best utilize the resources available
4. timetable for each grade
5. prepare the necessary proposals for permission from the school administration and school board
6. plan for pre and post activities to compliment each event
7. plan activity lesson plans and implementation

PROGRAM SETTINGS

There are five main program settings to consider in the planning.

School Site

Any out-of-class facility that is found inside the school property or can be utilized from the school property is considered as a school site. This includes hallways, cooridors, stairwells, walls, window ledges, cracks in walls, cement walks, asphalt, gravel, grass, trees, weeds, the air, clouds, stars, sun, and similar. With a little brainstorming one can easily name about 50 or so school site resources that will liven-up regular classroom lessons.

Community Site:

The community site includes the area surrounding the school or the community in which the school is found. The resources of a surrounding community are almost limitless. Consider such resources as your local supermarket, a cemetery, the city centre, that vacant lot nearby, and other environments. Check the yellow pages of the telephone directory for other possibilities.

Residential Camp or Outdoor School Sites:

Farther from the school, but still within reasonable travel budgets, are the resident camps or outdoor sites maintained either by private agencies or by the school division itself. These are likely to have existing organizations and facilities that make it easy for an inexperienced teacher to provide a more remote experience for a class or large group of pupils. In Manitoba, the private resident camps, with their off-season availability to schools, provide comfort and safety, combined with experienced staffing. (See Appendix C on Camp Information.)

Wilderness Experience

A more distant setting for some programs is the wilderness. Wilderness programs usually require extensive planning and additional expense for equipment. Quality leadership, pupil conditioning and readiness, financial resources and concern for safety are required for the program to succeed.

Extended Travel:

An educational experience requiring lengthy travel arrangements which may or may not require overnight accommodations, e.g. a study trip to Pine Falls paper mill, cultural trip to Spain.

SEARCHING OUT AVAILABLE RESOURCES

Prepare a resource file appropriate to your school area. All five program settings should be considered but do not overlook the opportunities close to home -

- identify resources in the immediate school site, local and extended community
- include natural, historic and commercial sites
- for each resource include names of resource people and agencies, as well as detailed information such as location, nature of the resource, contact person(s), costs, phone numbers, evaluation, and ideas for future programs.

CHOOSING ACTIVITIES

There are a vast number of activities that meet the objectives of outdoor education. Some curriculum guidelines may offer suggestions for outdoor activities to help meet curriculum objectives. Often an activity can be used that will encompass several discipline areas, which is a strength of outdoor education in promoting teaching effectiveness and efficiency.

For information and phone numbers for the various activity groups and organizations, see Appendix I on Outdoor Activity References, page 71.

When program planning, Outdoor Education may be thought of as a progression of experiences, developmental in scope and sequence as per the diagram on page 9. Numerous activities can occur on the school site, especially at the elementary level. As skills of teachers and students develop, further experiences may be planned in the other program settings. While backpacking in the Rockies or travelling to Spain may appear to be the ultimate experience, it only involves a select group at high costs and risks. Spend time to plan a program for the whole school first and utilize the close-by settings.

An example of one elementary school's outdoor education program, attempting to incorporate the above philosophy, is shown on the next page. The program, involving all staff and grade levels, is thematic in approach, developmental and sequential.

A SAMPLE OUTDOOR EDUCATION PROGRAM FOR AN ELEMENTARY SCHOOL

Outdoor Education Flow Chart

Theme	Kindergarten	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
#1 - Fall or Spring Environment	Neighborhood (October)	Neighborhood (September & May)	Fish Hatchery & Goose Sanctuary (May)	Nature Trail in Birds Hill Park (June)	Residential Camping, 2 days (June)	La Barriere Park (June)	Resident Camping, 5 1/2 days (September) & Nature Trail in Ft. Whyte (May)
#2 - Winter Environment	Neighborhood (February)	Neighborhood	Nearby Park (February)	Snow Study (January)	Seine River Environment (January)	Seine River Snow Study (December)	Winter Survival, overnight in school yard (February)
#3 - Agriculture	City Park & Zoo (June)	Hutterite Colony (June)	Chick Hatchery (June) & School Garden (May)	School Flower Beds & Rural Town (May)	Tree Nursery (September)	Steinbach Farm, city exchange & study (TBA)	Museum, Nonsuch Gallery (January)
#4 - History		Planetarium, Sunday (February)	Planetarium, Stories of Sky (January) & Junction of Red & Assiniboine - with #10 (October)	Museum, Indians (April)	Cemetery Study (October) & Museum, Urban Gallery (May)	Museum, Grasslands Gallery (April)	Historical Park, Lower Fort Garry (June)
#5 - Culture	Circus (May)	Museum, General (February) & Hutterite Colony - with #3	Museum, Homes & Touch Room (March)	Art Gallery (November)	Planetarium, Comets (February) & Concert Hall (TBA)	Theatre Centre (TBA)	Symphony (November) & Festival du Voyageur in French School (February)
#6 - Transportation	Train Trip (June)	River Boat (June)	Truck Transportation Co. (April)	Airport & Weather Station (May)	Northern Air Transportation (April)		River Boat to Lower Fort Garry (June)
#7 - Communication	School Intercom (November)	School Duplicating Machines (October)	Radio Station (TBA)	speaker	Newspaper, speaker (January) & Telephone System (November)	Printing Press (November)	
#8 - Industry & Commerce	Supermarket (October)	Road Building Machines (May)	Concrete Plant (September)	Soft Drink Co. (September) & House Construction (May)	Paper Mill - with #6 (April)	Local Bank & Mint (October)	Quarry (April) & Waterworks, speaker (March)
#9 - Education	School Orientation (October)	Visit High School (January)	Nancyland (TBA)	Planetarium, Science Unit (April)	speaker	Planetarium, Astronomy (April)	Junior High Orientation (June)
#10 - Civics	Firehall (May)		Police Station (December)		City Hall (May)	Legislature (April)	Law Courts
#11 - Religion		Two Local Churches (January)	Cathedral (October)	Convent (October)	Synagogue (December)	Steinbach Churches - with #3 (June)	Historical & Religious Museum (April)

NOTE: The above was produced by the former principals and staffs of Prendergast Elementary School, (now closed) St. Boniface School Division.

B. PLANNING AND DEVELOPING THE ACTIVITIES

Lesson Planning:

The real value of an out-of door experience lies not so much in the experience itself, but in the preparation or pre-activities and in the follow-up or post activities. As the illustration below indicates, pre and post activity require more emphasis than the specific experience.

In preparation, the teacher utilizes resources and introductory activities to ensure that students will fully realize the value and impact of the out-of-door experience. In follow-up lessons, the teacher uses the out-of-door experience as a springboard to lead into extension and enrichment activities.

Preparing the Proposal

For all activities, "beyond the classroom", permission must be received from the school administration and in some cases from the local school board. It is the responsibility of the activity co-ordinator to investigate local policy and make sure permission is granted before commencing the program.

In a proposal to the school administration the following should be included:

- *rationale*
- *objectives*
- *outline of activity*
- *preparation of the students*
- *personnel and resources required*
- *costs involved*
- *method of evaluation*

C. CONDUCTING THE ACTIVITIES

INITIATION OF THE ACTIVITY

When the proposal for the activity is approved, the detailed planning may commence. Planning is very important to ensure a successful and productive out-of-classroom experience. A sudden urge on a Friday afternoon to go to the local museum has little educational value.

PRE-ACTIVITY PLANNING

List all the possible activities to prepare the students for the event, integrating other subject areas in a meaningful way. For example, if a teacher decides to take an early years group to a firehall, some of the planning might include:

- *providing the students with some idea as to what they will be seeing,*
- *giving the students a list of new words associated with firehalls,*
- *providing the students with a map so they can follow their route,*
- *getting the students to think up questions to ask during the tour,*
- *preparing a flexible schedule so that none of the activities will be left out,*
- *securing volunteer assistance.*

For certain activities such as wilderness or travel experiences, after receiving approval of the proposal, an informal information session should be held with parents, students and interested members of the community to familiarize them with the activity's scope, objectives and methods. A trial run of the activity should then be held, evaluated by those involved and any necessary modifications made.

OUTDOOR EXPERIENCE PLANNING

There are many aspects to planning an activity. To ensure a well organized and thought out program see Activity Planning Checklist, Appendix B, page 58.

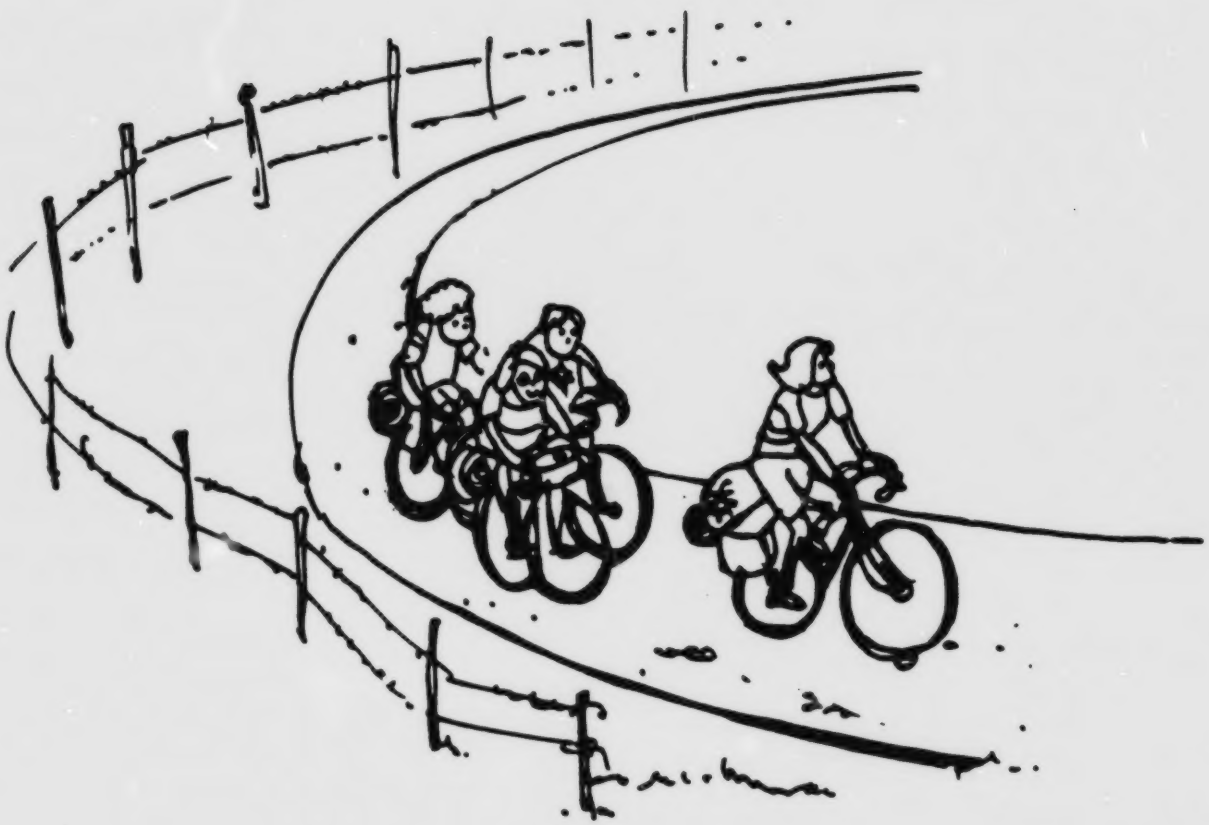
POST-ACTIVITY PLANNING

Planning should not be confined solely to the actual excursion. It is also essential to plan follow-up work based on the activity that could be used in other subject areas. For example:

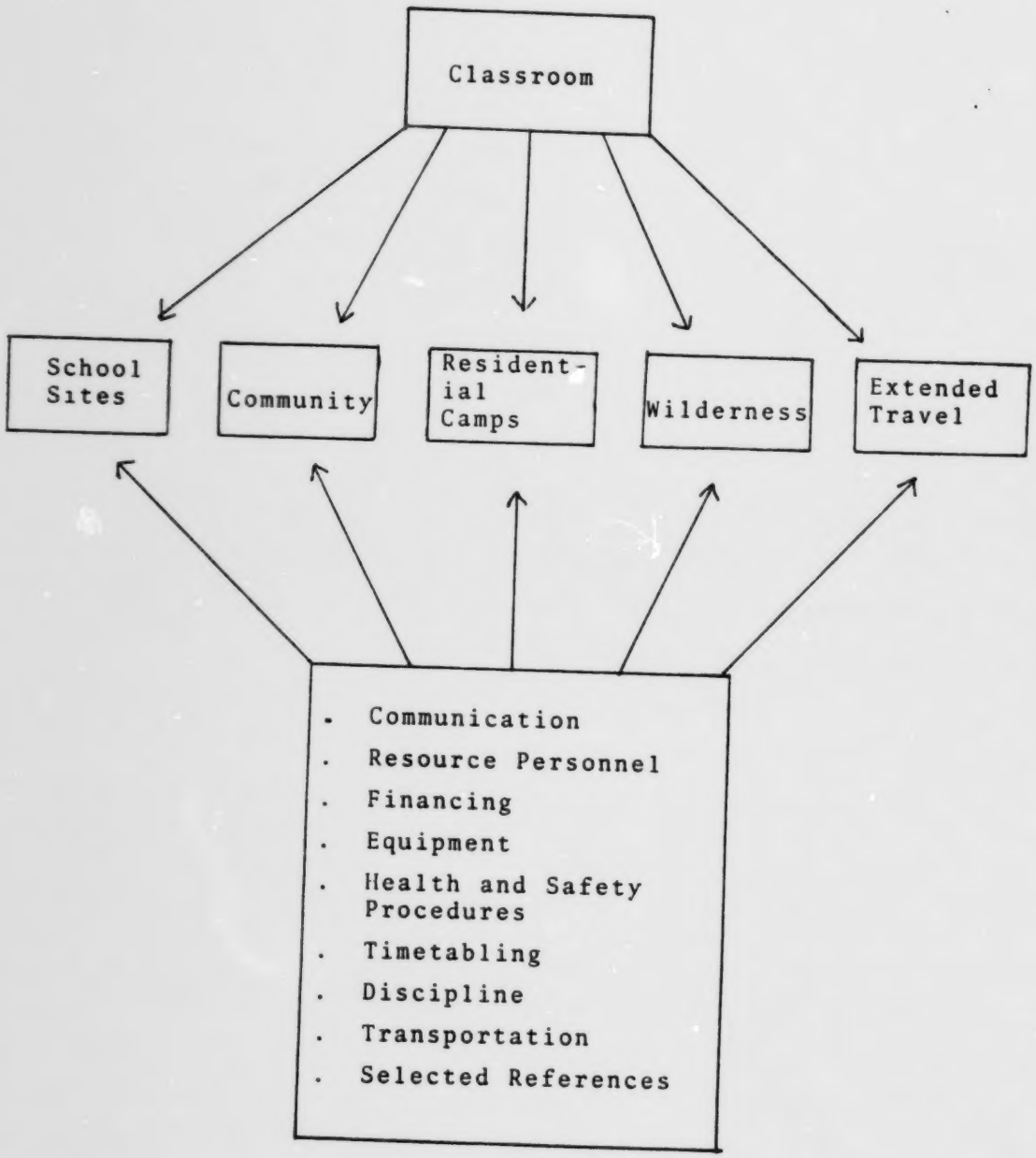
- *poems or simple stories could be written about the firehall,*
- *songs on the topic could be taught as part of the music program,*
- *the experience could be used as a basis for inspiration in an art lesson,*
- *reports, displays, discussions or presentations can be made.*

Attention should be given to evaluating the program for future reference (see Appendix A for Activity Evaluation Form, page 55).

IV. GUIDELINES FOR PLANNING IN THE DIFFERENT PROGRAM SETTINGS



MODEL FOR PLANNING OUTDOOR EDUCATION BEYOND THE CLASSROOM



IV. GUIDELINES FOR PLANNING IN THE DIFFERENT PROGRAM SETTINGS

In Section III, it was mentioned that outdoor education activities could take place on the school site, in the community, at a residential camp, in the wilderness or through extended travel. In this section, guidelines that may be helpful to the teacher when planning specific outdoor education activities are given for each program setting. (refer to model p. 20.)

A. THE SCHOOL SITE

A.1 Communications

Although it is not necessary to obtain school board or parental approval for this type of activity, the principal and other staff members must be informed, and arrangements made, to ensure that the area is available and not going to be occupied simultaneously by another group.

A.2 Resource Personnel

Additional resource persons may be engaged in school site activities. Other teachers or older students could make valuable contributions because of their past experiences in outdoor education activities. Through the use of helpers the pupil/adult ratio can be reduced appreciably.

Ensure that resource personnel know their duties and responsibilities, and also have the ability to relate to the students. Resource persons may be expected to supervise, but not discipline, the students.

Suggested student/adult ratio 1-25 or 1-30 dependent on age or activity. Certain activities may require a smaller ratio.

A.3 Financing

No special funding is usually required for this type of acitivity.

A.4 Equipment

Be sure to reserve and check the equipment before the activity.

A.5 Health and Safety Procedures

Experienced leaders should be aware of the physical and mental capabilities of both themselves and the students, and should plan activities accordingly.

Before the activity, outline the geographic boundaries for the activity, use of equipment, and clothing to be worn.

A.5 Health and Safety Procedures - continued

Make a head count periodically to ensure that no one has wandered off.

For information on emergency procedures, see section on Health and Safety Guidelines.

A.6 Timetabling

The first outdoor experience on the school site should be short.

Activities should not interfere with recess period (as the same physical area will usually be in use) or disrupt other classes in session.

Ensure that the schedule does not clash with that of other teachers involved in school site activities.

A.7 Discipline

To ensure maximum cooperation from students, the task to be undertaken must be defined precisely for the students before the excursion.

The students must know the amount of time available in which to complete the task.

Before setting out, reach an understanding with students as to which classroom rules of behaviour apply to the situation. A new setting will always elicit different student behaviour from that in the classroom, so a transition period is usually necessary before students settle into the activity. During this period they may wander about - make use of this exploratory urge by encouraging discoveries which enrich the objectives that have been set for the activity.

Suggested adult/student ratio: 1/25 or 1/30

NOTE: Ratios of adults to students have been suggested as a guideline. Many variables will affect and change the ratio. The inexperienced teacher may find that the suggested ratios provide a base for planning.

A.8 Transportation

None required.

A.9 Selected References

Mitchell, John. The Curious Naturalist, Massachusetts Audubon Society, Prentice Hall, 1980.

Rights, Mollie. Beastly Neighbours, Little Brown and Co., Boston and Toronto, 1980

Russell, Helen Ross. 10 Minute Field Trips, A Teachers Guide, Doubleday Canada Ltd., Toronto, Ontario, 1970.

Swan, Malcolm. Tips and Tricks in Outdoor Education, Interstate Printers and Publishers Inc., Danville Illinois, 3rd edition, 1984.

B. THE COMMUNITY

B.1 Communications

After receiving permission from the manager of the establishment to be visited, present the plans to the administration.

Pre-visit facility

Inform parents and obtain parental consent forms (see Appendix J, page 73).

B.2 Resource Personnel

It is your responsibility to give the names of resource people to the manager of the establishment to be visited.

Resource persons may be expected to supervise, but not discipline the students.

Suggested adult/student ration 1/15, depending on age levels.

B.3 Financing

Transportation will probably be the major expense. Most school divisions, however, have buses which could be used for this purpose.

Students could be expected to contribute a small amount for other financial expenditures.

B.4 Equipment

Check working condition and operation of equipment.

B.5 Health and Safety

Experienced leaders should be aware of physical and mental capabilities of both themselves and the students, and should plan activities accordingly.

Before the activity, outline the geographic boundaries for the activity, use of equipment, and clothing to be worn.

Make a head count periodically to ensure that no one has wandered off.

B.5 Health and Safety - continued

Review medical and health status forms.

Check first aid kit.

Make sure that students are wearing appropriate outerwear if they are to make the trip on foot or by bicycle.

For information on emergency procedures, see Section V on Health and Safety Guidelines.

B.6 Timetabling

Confirm visiting hours, reservations and transportation schedules (where necessary) before starting out.

Allow plenty of time for each stage, but do not let things lag - keep activities continuous.

B.7 Discipline

Before setting out, outline rules and expected behaviour.

Establish a partner system.

If a student presents a particular discipline problem which affects the safety of the group, he or she should be removed from the activity at the first available opportunity.

B.8 Transportation

When deciding which type of transportation to use, consider cost, liability and convenience. Plan for arrival and departure times.

Make sure that a seat is available for each participant when vehicles or buses are used and the seat belt rule is enforced.

Avoid being caught in rush hour traffic if at all possible and return in time for school bus departure or arrange for parental pick-up.

B.9 Selected References

Sisson, Edith. Nature With Children Of All Ages, Massachusset Audubon Society, Prentice Hall, 1982.

Stroker, Dan. Monsters and Mini Beasts, Waterdown, Ontario, LOR 2HO.

B.9 Selected References - continued

Examining Your Environment Series, Holt Rinehart and Winston of Canada Ltd., Toronto, 1976.

Searching For Structure Series, Holt Rinehart and Winston of Canada Ltd., Toronto, 1973.

C. THE RESIDENTIAL CAMP

C.1 Communications

Thoroughly investigate the camps available. Choose the one most suited to the proposed activity (see Appendix C, page 59).

Make tentative reservations and apply to the school principal and the school board (if necessary) for permission to make the trip.

After receiving official approval, inform the students' parents about camp activities and obtain a signed form of parental consent (see Appendix J, page 73).

Contact the resource persons to be included in the activity and arrange to make a prior on-site visit with them.

Written contracts should be obtained from all parties.

C.2 Resource Personnel

Select resource persons according to their qualifications and demonstrated abilities. Ensure compatibility with the students and with one another.

Decide whether the resource persons will serve strictly as instructors or supervisors. Delegate responsibilities accordingly.

C.3 Financing

After determining the cost per student for the camp visit (keeping in mind that an advance deposit is usually required by the camp), plan fundraising activities well in advance, and promote the project with parents.

Projects should begin several months before the outing to ensure that a sufficient amount of money is available.

C.4 Equipment

Check working condition of equipment

Discuss with the camp coordinator what equipment the camp provides.

C.5 Health and Safety Procedures

Assess the camp area to determine any potential dangers; to set boundaries; and to locate the nearest telephone, fire-fighting equipment, first aid supplies and doctor.

For information on emergency procedures, see Section V on Health and Safety Guidelines (p.39).

Before the actual trip, carefully outline to students the safety criteria for certain activities i.e. swimming ability as prerequisite to canoeing (see Appendix P on Water Safety, page 83).

See Appendix D for Contents of First Aid and Survival Kits (p.64) and Appendix N for Supply Checklist for Different Outdoor Experiences (p.79).

C.6 Timetabling

Confirm reservations and transportation schedules before starting out.

Establish a daily routine with designated time slots for each activity. Allow for some free time, but not too much.

Allow plenty of time for each activity, but do not let things lag. Keep activities continuous.

C.7 Discipline

To coordinate activities, there should be only *ONE* person in charge, with delegation of responsibility for specific areas to the accompanying resource persons.

Acquaint the resource persons with discipline methods and rules of both the school and the camp. These should be previously outlined to the students. (See Appendix F, General Camping Practices, page 67.)

Suggested adult/student ratio: 1/10.

C.8 Transportation

Consider the cost factors when deciding whether the vehicle of transportation should stay at the site or return, if it is necessary to make more than one trip.

Confirm transportation schedules and, where necessary, time zones, and allow for contingency time in setting the schedule.

C.8 Transportation - continued

Arrange for the personal floatation devices (PFD's) if water transportation is included (see Appendix P).

Do not overlook the possibility that the trip *TO* the site itself can serve as a learning activity. Careful planning can make use of every available moment.

C.9 Selected References

Donaldson, George W. School Camping, Lorado Taft Field Campus, Northern Illinois University, De Kalb, Illinois, 1974.

Kopsy, Sharon, S. and Backiel, Maria. L.I.F.E. Manual, George Williams College, Lake Geneva Campus, Williams Bay, Wisconsin, 1979.

Contact private camps for teacher manuals that provide information relevant to their respective camp environments.

D. THE WILDERNESS

D.1 Communications

After examining the site and obtaining authorization from the parents, school and school board authorities, inform park officials and police of the route, timetable and duration of stay.

Before setting out, inform students about every phase of the project and allow time for practicing related activities.

D.2 Resource Personnel

Select resource persons according to their qualifications and demonstrated abilities. Ensure compatibility with the students and with one another.

Decide whether the resource persons will serve strictly as instructors or as supervisors. Delegate responsibilities accordingly.

D.3 Financing

Make certain that everyone involved with the trip can secure proper clothing and equipment for the activity, or can raise enough money through fund-raising projects; otherwise, abandon the activity.

Where feasible, consider making or improvising the equipment.

Food and transportation will be the major expenses.

D.4 Equipment

Careful planning is necessary for wilderness camping. Check appendix for necessary supplies.

Check for working operation of all equipment.

Weather proof all equipment and supplies

D.5 Health and Safety Procedures

Have transportation or evacuation procedures for emergencies planned well in advance of the trip. (See Appendix E, page 66 for evacuation guidelines.)

D.5 Health and Safety Procedures - continued

Students must know first aid practices, as well as methods of direction-finding when lost or separated (see Section V (p.39) on Health and Safety Guidelines).

Be familiar with the whereabouts of the nearest telephone and the availability of a doctor's services.

Be familiar with general camping practises, fire precautions, sanitation regulations (see Appendix F, page 67 Camping Practises).

Establish at the outset who is the group's leader and ensure that the students follow the leader's instructions.

For a water and related experience (see Appendix P, page 83, on Water Safety).

D.6 Time Tabling

Confirm transportation schedules before starting out.

Be prepared to be flexible depending on weather conditions and have alternative schedules planned.

D.7 Discipline

As self-discipline is important in wilderness activities, choose the participants carefully according to their level of maturity. Always use the "buddy" system.

See Appendix F (p.67) for General Camping Practises.

Suggested adult/student ratio: 1/8

D.8 Transportation

Confirm transportation schedules.

Keep to your schedule.

D.9 Selected References

Mitchell, Dick. Mountaineering - First Aid, The Mountaineers, Seattle, Washington, 1974.

Petzold and Paul, Wilderness Handbook, George J. MacLeod Ltd., Toronto, Ontario, 1974.

Simmer, Peter and Sullivan, John. The National Outdoor Leadership School - A. Wilderness Guide, Simon and Schuster, New York, 1983.

EXTENDED TRAVEL

E.1 Communications

After receiving approval for the project from school and school board authorities, as well as parental consent for the participation of the students, make detailed arrangements for transportation, sleeping and eating facilities, as well as sites to be visited.

Written contracts rather than verbal promises should be obtained for all services.

When planning to travel abroad, check on possible border crossing problems, including passport and innoculation regulations of the country to be visited. Inform the Canadian Embassy or Consulate of the group's plans.

E.2 Resource Personnel

When selecting those resource persons who could contribute most to the learning experience, draw up a plan delegating responsibilities according to qualifications.

Maintain a low ratio of students/resource persons and outline in writing all details of the trip.

E.3 Financing

Inquire about grants available for exchange visits, as well as the possible sharing of transportation with other groups making a visit to the same or nearby location.

Plan fund-raising activities carefully and well in advance - the group is liable to need a substantial amount of money.

E.4 Equipment

Check working condition of equipment where applicable.

E.5 Health and Safety Procedures

Get expert advice on health problems associated with the area to be visited i.e. unsafe drinking water.

Obtain a medical record for each participating student, along with the names and telephone numbers of family doctors.

E.5 Health and Safety Procedures - continued

For information on emergency procedures, see Section V (p.39) on Health and Safety Guidelines.

Be explicit in the rules of conduct students are to follow with regard to boarding vehicles of transportation; what to do if lost; and how to look after their money or traveller's cheques.

If possible, students should be familiarized with key phrases in the language of the country to be visited.

E.6 Timetabling

Make certain all students and parents are aware of arrival and departure times.

Timetable rest stops when journeying by bus or automobile.

Allow time for contingencies.

While travelling, keep the students occupied with worthwhile activities such as questionnaires, maps, books or worksheets.

E.7 Discipline

Use a partner system to help ensure that the students do not stray.

Suggested adult/student ratio: 1/15

E.8 Transportation

Use the services of a travel agent. They will make travel and hotel reservations; they can be expected to be up-to-date on all of the incidentals of travel (i.e. meals, toilet, sanitary facilities, and noteworthy sights).

When travelling by air, look for charter flights and group rates which could considerably reduce costs.

Keep all tickets together and safely stored.

Confirm arrival and departure times before leaving.

Make certain that all luggage is easily identifiable.

5.9 *Selected References*

Canadian Hostelling Association, Canadian Hostels Handbook, 1985. 333 River Road, Vanier, Ontario, KIL 8H9.

Flacke C. ed., Lets Go: Budget Guide to Europe, 1985. St. Martins' Press, New York, 1985.

V. HEALTH AND SAFETY GUIDELINES

V. HEALTH AND SAFETY GUIDELINES

With careful planning, adherence to a few basic guidelines and knowledge of simple first aid procedures, outdoor education experiences can be virtually accident and illness-free.

In addition to the suggestions offered in Section IV, the following points should be noted particularly for wilderness or travel excursions.

. Keep the following lists readily available

> *Have everyone submit a recent medical form providing personal health information. This is to ensure that everyone is in adequate physical condition for the activity, as well as to provide necessary information in case of an emergency. Information as to drug allergies and blood type could be vital in case of accident. (See Appendix G (p. 69) for a sample health form.)*
>
> *List all participants' names, home addresses and telephone numbers, as well as names and telephone numbers of their doctors.*
>
> *Prepare a complete list of emergency resources (police, ambulance, location of nearest telephone, hospitals and emergency transportation) for each location to be visited.*
>
> *Chart the entire route and schedule of the trip, as well as anticipated arrival and departure times.*

. Copies of these lists should be left at the school, with the R.C.M.P. or at the park office nearest the sight.

. If there are any changes in plans, the appropriate parties should be informed immediately.

. Contingency and emergency plans should be developed and discussed with recipients.

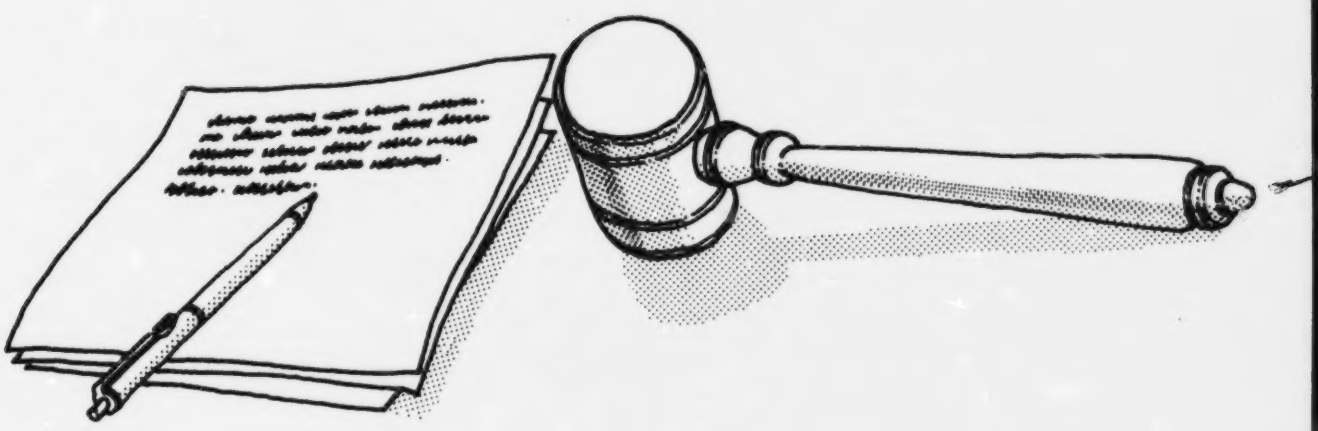
. *LEADERS SHOULD HAVE AT LEAST A BASIC KNOWLEDGE OF FIRST AID.* A complete first aid and survival kit should be carried throughout the trip. (See Appendix D (p. 64) for list of contents of a first aid kit.)

- All participants are required to have the necessary training in the use and safety of all equipment as well as in the related skills. For example, all participants on a canoe trip must have a minimum level of swimming competency (see Appendix P, page 84 on Water Safety).
- Activities should be geared to both the students' and teachers' capabilities.
- Clothing and footwear recommended should be of the type especially designed for the activity.

IN CASE OF EMERGENCY . . .

- Render first aid immediately. If the injury appears serious, secure medical aid and inform the appropriate authorities.
- If seriously injured, the person should be moved *ONLY IF ABSOLUTELY NECESSARY* - especially if the injury is to the back, legs or pelvic region.
- Contact parents immediately upon arrival at an emergency care unit.
- Keep a detailed record of all accidents and first aid.
- Complete all official documentation as required by the school division authority.
- *REMAIN IN ONE PLACE AND PREPARE TO STAY IF THE GROUP HAS LOST ITS WAY.* Help will arrive as soon as you are overdue at your destination.

VI. LEGAL IMPLICATIONS AND HOW TO MAKE OUTDOOR EDUCATION SAFE



VI. LEGAL IMPLICATIONS AND HOW TO MAKE OUTDOOR EDUCATION SAFE

INTRODUCTION

When serious accidents occur today in school classrooms or out on field trips, legal action may be initiated by the victim or an executor. If the leader (teacher) is found to be responsible for circumstances, action, or failure to act, that result in injury to a student, the teacher *may* be found *liable* under the law.

It is important that teachers and trip leaders be well informed about the legal implications related to both classroom and field-trip safety otherwise they may:

- *operate in ignornance and get into trouble*

or

- *because of ignornance, be afraid to do ANYTHING!*

Both of these positions are intolerable and unnecessary when a few simple strategies and precautions are employed. A leader is expected to provide a safety level of a reasonable standard as demonstrated by a "professionally" competent person.

LEGAL CONCEPTS

LIABILITY

Liability means the same as responsibility and is based on the concept of negligence.

A leader can be liable in three areas:

- *for an imprudent or negligent act,*
- *for imprudent or negligent supervision,*
- *for failure to inform (in writing) the agency or corporation, or their agents, when having knowledge of faulty equipment or potential dangers etc.*

NEGLIGENCE

Negligence is the failure to do something that should have been done or doing something improperly.

To make a case for negligence against a leader the injured party must prove that:

- *there was a duty or obligation recognized by law, on the part of the defendent, requiring a certain standard of conduct,*

NEGLIGENCE - continued

- *the defendent failed to conform to that standard,*
- *the actual damage or injury resulted from the leader failing to conform to the standard.*

CONTRIBUTORY NEGLIGENCE

This is when a pupil knowingly does not obey rules or other safety procedures as instructed by the leader. If an accident does happen, then the pupil is said to have "contributed" to his or her own accident. It is very important that the leader documents and informs students about safety procedures and rules.

PROFESSIONAL QUALIFICATIONS

When a leader is stated to be "professionally qualified", it is assumed that they have taken the necessary training programs and meet the requirements respective to that area of study, e.g. St. John Ambulance Certificate. Often, persons presuming to act in leadership roles are likely to be "expected" to have expertise beyond that of a reasonably prudent person.

SELF-CARE

The leader will be expected to provide a safety level that is conducive to a "professionally" competent person. Society demands that leaders or adults perceive potential dangers and hazards to children at the various age and ability levels. However, there is a reasonable standard of "self-care" expected of students relative to their age and mental/physical capabilities.

Proper training and pre-trip planning can ensure safe practises.

OTHER CONSIDERATIONS

ADMISSION OF RESPONSIBILITY

For any program that is outside the classroom setting and involves high risk activities a permission/information form signed by the parents is essential. Activities of this nature should not be made compulsory and parents are expected to share the responsibilities. The written consent form indicates voluntary participation.

ANIMALS AND DANGEROUS CREATURES

Leaders should be aware that Manitoba has a number of dangerous animals both large and small.

A basic knowledge of the potential hazards and necessary precautions is important to ensure the safety of the participants, for example - seeking medical advice for an animal bite in case of rabies.

EQUIPMENT AND FACILITIES

Leaders have a responsibility to ensure that equipment being used is in safe condition. Double check all equipment before using it and *report in writing* any unsafe equipment to the administration. Equipment deemed to be hazardous should not be used under any circumstances.

While the agency or corporation has a duty to ensure that the facilities are in a safe condition, it is also the leader's responsibility to visit the facility in advance and report in writing whether or not it meets the required standards and expectations.

Failure to inform in writing any unsafe condition, equipment, or facility may cause a liability suit.

AUXILLIARY PERSONNEL

It is the leader's responsibility to communicate with the auxilliary personnel, to outline their role and assigned duties, and to obtain approval from the sponsoring authority to use voluntary help. A leader who delegates tasks to one who is not qualified may be responsible for the inadequate job of the volunteer.

CORPORATE LIABILITY

If a trip or activity is sponsored by an agency or group that agency or group is primarily responsible for providing a safe environment. The agency accepts a role in the "master-servant" relationship and is responsible for the actions of employees.

FIRST AID MEDICAL TREATMENT

The holding of a current First Aid Certificate carries with it the responsibility to provide the level of care expected as result of training. Prescription drugs should not be given unless written parental permission is provided. Dosages, manner of administering, intervals, etc., should be properly recorded in writing. Special medical conditions of pupils should be known in writing prior to trips or classroom involvement.

HEALTH AND FOOD

The leader is responsible for ensuring adequate health practices and a well-balanced diet. Guidance and supervision of the students is important to guard against illness or other health related problems. Precautions need to be taken against poisonous plants, food poisoning, unsafe drinking water, and insect bites. Plans may need to include medical care for diabetes or asthmatic conditions.

INDEPENDENT CONTRACTORS

On trips that require bus transportation, the bus company has the responsibility to ensure a safe trip. However, the supervision of the pupils is the responsibility of the leader who is in charge of the group's conduct.

PROFESSIONAL SUPERVISION

Teachers, as trained professionals, are expected to be able to provide "reasonable" supervision. In the event of class or trip accidents, courts must decide whether the following are part of "reasonable" supervision or if the leader's conduct falls below an accepted standard of care:

- *rules have been formulated for the guidance of students,*
- *the leader was competent and WAS PRESENT,*
- *there was reasonable discipline and students pursued activities in an orderly fashion,*
- *supervisory practices had been adopted and successfully followed in the past,*
- *the leader reported any action that was illegal e.g. drugs, alcohol.*

ENVIRONMENTAL HAZARDS

Whether on school property or on a remote trip, a leader must be prepared for such hazards as weather, terrain, poisonous plants, insect bites. Advance visit to the site is strongly recommended.

Leaders should be skilled in weather matters. Usually a leader is not liable when an injury occurs due to a natural phenomenon under the "Act of God" rule. However, incorrect professional judgement in relation to weather hazards does not remove liability.

PRODUCT LIABILITY

A leader and sponsoring authority are responsible for purchasing equipment that is safe and functioning properly.

WATER SAFETY

Students should be thoroughly taught on water safety procedures and precautions. For more specific guidelines on swimming and boating safety see Appendix P on Water Safety (p83).

DEVELOPMENT OF CONSENT/INFORMATION FORMS

A basic permission slip suggests that the parent voluntarily approved of the child's participation based on the information provided on the form.

It is recommended that leaders include with the consent form safety precautions and courses of action in case of any problems.

SUGGESTIONS TO PREVENT LEGAL PROBLEMS

- *Deliberately teach safety rules for the activity.*
- *Maintain documentation that the pupils were taught and have the knowledge of the safety rules.*
- *Make sure that activity and contingency plans are well documented in writing.*
- *Make sure that high-risk activities are NOT made compulsory.*
- *Have written evidence that the parent knows about and has approved of the student's participation*

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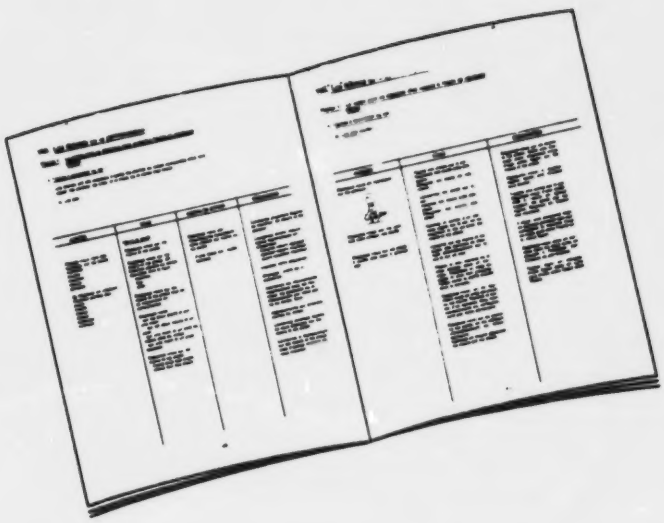

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"An all-round guide for outdoor studies with your class."

Davidson, James, West. The New Complete Wilderness Paddler, Vintage Books, 1983.
"Authorities on remote and wilderness canoe trips."

Disley, John. Your Way With Map and Compass - Orienteering Canadian Orienteering Services, Willowdale, Ontario, 1973.

Ferber, Peggy, ed. Mountaineering: Freedom of the Hills, The Mountaineers, Seattle, Washington, 1984. 4th ed.
"One of the best sources on winter camping and wilderness pursuits."

Fletcher, Colin. Complete Walker III, Knopf, New York, 1984.
"The most complete book on back-packing, great personal detail and preparation."

Kjellstrom, Bjorn. Be An Expert With Map and Compass, Charles Scribners' and Sons, New York, 1976.

Knapp, Clifford. and Goodman, Joel, Humanizing Environmental Education, American Camping Association, Martinsville, Ind. 1981.

Mason, Bill. Path of the Paddle, Van Nostrand Reinhold Ltd., Toronto, 1980.
"A superb book on strokes and white water canoeing."

Peterson, Roger, Tory. ed. Peterson Field Guides, Houghton Mifflin Co., Boston.
"Offers the widest field guides from tracks to plants and birds."

Van Matre, Steve. Acclimatization, Acclimatizing, American Camping Association, Martinsville, Indianna, 1972, 1974.
"A list of excellent exercises and activities to be more aware of our environment."

Manitoba Education, Outdoor Education Resource Catalogue, 1983
Source: Manitoba Textbook Bureau - 945-8940
A comprehensive source of Outdoor education materials and agencies. - A must for Outdoor Education programs.

APPENDIX

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APPENDIX A

SAMPLE ACTIVITY EVALUATION FORM

The following are possible questions and areas of assessment. Pick out appropriate questions to your situation to aid in designing an evaluation form.

Type of Event/Program _____

Location of Event/Program _____

Date(s) _____

School _____ Phone No. _____

Address of school _____

Event Co-ordinator _____

Name of evaluator (optional) _____

Questions	Rating: Please circle			Comments
	No	Some-times	Yes	
I. OBJECTIVES				
1. Have the objectives been met?	1	2	3	
2. Have the objectives been changed?	1	2	3	
3. Were the changes an improvement?	1	2	3	
4. Were there any difficulties encountered? If so, specify.	1	2	3	
II. PERSONNEL				
1. Was there a sufficient number of staff involved in conducting this activity?	1	2	3	
2. Was the staff adequately trained and prepared to conduct the event?	1	2	3	
3. Are their areas in which the staff must improve? If so specify.	1	2	3	

Questions	Rating: Please circle			Comments
	No	Some-times	Yes	
III. RESOURCES				
1. Was additional staff required.	1	2	3	
2. Were the leaders lacking any specific skills? Specify.	1	2	3	
3. Were resource personnel from outside the school used? Specify.	1	2	3	
4. Was special equipment purchased?	1	2	3	
5. Was the equipment used to its fullest?	1	2	3	
IV FINANCIAL				
1. Was the budget well planned and adhered to?	1	2	3	
2. Were there any unpredicted expenses that occurred? If so, name.	1	2	3	
3. Was there sufficient income to cover costs?	1	2	3	
4. Was there a good reporting system of finances?	1	2	3	
5. Were any donations received?	1	2	3	
6. Was the fund raising well organized?	1	2	3	
V. TRANSFERABILITY				
In order to replicate the activity in other schools				
1. Could be used by other schools.	1	2	3	
2. Would special equipment be necessary	1	2	3	

Questions	Rating: Please circle			Comments
V. Transferability	No	Some-times	Yes	
3. Would additional staff be necessary?	1	2	3	
4. Would staff with special skills and/or personality be necessary?	1	2	3	
VI. OUTCOMES				
1. Has there been an impact on the children, teachers, and community?	1	2	3	
2. Have there been any materials or reports produced? If so, what?	1	2	3	
3. Have the participants developed skills to act as a resource personnel?	1	2	3	
4. Was there any publicity given to the activity in the local community etc.?	1	2	3	
5. Will this activity be repeated in the future?	1	2	3	

VII. MAJOR FACTORS

Number in order of priority how important the following items in determining the SUCCESS of the activity.

- size of budget ☐
- personalities and/or skills of key staff ☐
- staff preparation and involvement ☐
- localities available ☐
- special equipment ☐
- special personnel ☐

Further Comments

APPENDIX B

ACTIVITY PLANNING CHECKLIST

PROGRAM

- ☐ aims and objectives
- ☐ duration of experience
- ☐ preparing proposal
- ☐ pre-activities
- ☐ post-activities
- ☐ program outline
- ☐ timetabling
- ☐ evaluation
- ☐
- ☐

SITE SELECTION AND EQUIPMENT

- ☐ previsit to site
- ☐ facility assessment
- ☐ agency rules
- ☐ equipment checklist
- ☐ reservation
- ☐ insurance and legal liability coverage
- ☐ camp services
- ☐ sanitation
- ☐ medical provisions
- ☐ food and menu planning
- ☐
- ☐

COMMUNICATION

- ☐ consent and information forms
- ☐ authorization of program
- ☐ publicity releases
- ☐ contingency plans
- ☐ check points
- ☐ phoning networks
- ☐
- ☐

FINANCING

- ☐ plan budget
- ☐ fund raising
- ☐ set up bank account
- ☐ procedures for collection of monies
- ☐
- ☐

RESOURCE PERSONNEL

- ☐ personnel screening
- ☐ delegation of jobs
- ☐ delegating head person
- ☐ qualifications
- ☐ evaluation
- ☐
- ☐

HEALTH AND SAFETY

- ☐ safety rules
- ☐ rules of conduct
- ☐ medical examinations and forms
- ☐ special medical and emergency procedures
- ☐ discipline
- ☐ safe working condition of equipment
- ☐ water safety rules (where applicable)
- ☐ qualified first aid instructors
- ☐ fire precautions
- ☐ sanitation regulations
- ☐
- ☐

TRANSPORTATION

- ☐ available sources
- ☐ cost
- ☐ insurance policy
- ☐ convenience
- ☐ schedule
- ☐
- ☐

APPENDIX C

CAMP INFORMATION

GUIDELINES FOR SELECTING A RESIDENTIAL CAMP

With many camps available, it is important to choose one that best suits the needs of the program. Consider the following when making this decision to match the site to the program objectives.

- *the facility and terrain -*
  e.g. space to accommodate the planned activities,
- *the abilities of the students and teachers-*
  e.g. student, teacher's readiness level to assume the required responsibilities and stresses,
- *the centres equipment and services -*
  e.g. preparation of own food vs food services; recreational equipment available,
- *the cost factor -*
  e.g. cost of food: do supervisor's pay? what does the special package program offer?

To avoid disappointment and organizational problems, it is strongly recommended *TO THINK* though the program objectives. Consider the energy and expertise of the staff, the students' readiness, what the centre offers, time, and cost factors.

The following communication information was supplied by the Manitoba Camping Association and Manitoba Outdoor Education Association

COMMUNICATION INFORMATION

ASPEN ACRES CAMP
City Address:

-
-
Contact Person:
GAIL ELASCHUK
Camp Address:
BOX 262
ANOLA, MANITOBA
ROE 0A0
1-866-3406

B'NAI B'RITH CAMP
City Address:
370 HARGRAVE ST.
WINNIPEG, MANITOBA
R3B 2K1
947-0601
Contact Person:
STEVE SCHWARTZ
Camp Address:
C/O GENERAL DELIVERY
KENORA, ONTARIO
P9N 1W2
(807) 548-4178

BIRD RIVER BIBLE CAMP
City Address:
P.O. BOX 1522
WINNIPEG, MANITOBA
R3C 2Z4
661-2915
Contact Person:
DOUG WARD (667-7243)
Camp Address:
(HWY 315 & BIRD RIVER)
(20 Mi.N.E. LACduBONNET)

1-345-2020

C.G.I.T.BRERETON CAMP
City Address:
120 MARYLAND ST.
WINNIPEG, MANITOBA
R3G 1L1
786-8911 or 895-7736
Contact Person:
SHANLEY PARKINSON(786-8911)
Camp Address:
C/O RENNIE POST OFFICE
RENNIE, MANITOBA
ROE 1R0
1-369-5202

CADDY LAKE
City Address:
872 ST. JAMES ST.
WINNIPEG, MANITOBA
R3G 3K2
775-2494
Contact Person:
KAREN CAITHNESS
Camp Address:
C/O WHITESHELL P.O.
WHITESHELL, MANITOBA
ROE 2H0
- - -

CAMP MANITOU
City Address:
301 VAUGHAN ST.
WINNIPEG, MANITOBA
R3B 2N7
942-8157
Contact Person:
PETER BRUCKSHAW
Camp Address:

832-6880

CAMP ARNES
City Address:
1151 HENDERSON HWY.
WINNIPEG, MANITOBA
R2G 1L5
338-4647
Contact Person:
LILY LOEWEN
Camp Address:
BOX 40
ARNES, MANITOBA
ROC 0C0
1-642-7618

CAMP ASSINIBOIA
City Address:
#202-1483 PEMBINA HWY.
WINNIPEG, MANITOBA
R2G 1L5
475-3550
Contact Person:
PETER & AGNES NICKEL
Camp Address:
R.R.#1, BOX 154
HEADINGLY, MANITOBA
ROH 0J0
1-864-2159

CEDARWOOD
City Address:
BOX 132, STATION F
WINNIPEG, MANITOBA
R2L 1A5
669-4205
Contact Person:
BRUCE HINDMARSH (452-2035)
Camp Address:
BOX 1263
LAC DU BONNET, MANITOBA
ROE 1A0
1-345-8592

KOINONIA
City Address:
#202-1483 PEMBINA HWY.
WINNIPEG, MANITOBA
R3T 2C9
475-3550
Contact Person:
JAKE & WANDA NEUFELD
Camp Address:
BOX 312
BOISSEVAIN, MANITOBA
ROK 0L0
1-534-2504

LAKE NUTIMIK
City Address:

Contact Person:
PETER AALDYK
Camp Address:
P.O.
SEVEN SISTERS, MANITOBA
ROE 1Y0
1-348-2551

LUTHER VILLAGE
City Address:

Contact Person:
REV. ALFRED SANDER
Camp Address:
BOX 2040
KENORA, ONTARIO
P9X 3X8
(807) 548-4952

COMMUNICATION INFORMATION CONT'D

MANITOBA PIONEER CAMP
City Address:
#217-267 EDMONTON ST.
WINNIPEG, MANITOBA
R3C 1S2
943-0717
Contact Person:
CALVIN DESMARAIS
Camp Address:
C/O KEJICK P.O.
KENORA, ONTARIO
P0X 1E0
(807) 733-2449

MASKWA PROJECT
City Address:
470 STELLA AVE.
WINNIPEG, MANITOBA
R2W 2V1
582-6245
Contact Person:
YVONNE HADDEN
Camp Address:
(BROADLANDS ROAD)
(NR. PINE FALLS/POWERVIEW)

MOOSE LAKE CAMP
City Address:
#202-1483 PEMBINA HWY.
WINNIPEG, MANITOBA
R3T 2C9
475-3550
Contact Person:
MONICA WIEBE
Camp Address:
BOX 38
SPRAGUE, MANITOBA
R0A 1Z0
1-437-2091

PEMBINA VALLEY CAMP
City Address:

1-325-9519
Contact Person:
LINK WALLACE
Camp Address:
BOX 2340
WINKLER, MANITOBA
R0G 2X0
1-325-4573

RED ROCK BIBLE CAMP
City Address:
BOX 790
STEINBACH, MANITOBA
R0A 2A0
1-326-9784
Contact Person:
CLIFF DIRKS
Camp Address:
RENNIE
MANITOBA
R0E 1R0
1-378-7267

UKRAINIAN PARK
City Address:
400 DAY ST. P/O BOX 247
WINNIPEG, MANITOBA
R2C 2Z9
222-8562
Contact Person:
REV. M. BUYACHOK
Camp Address:
CAMP MORTON, HWY 9,
MANITOBA

1-642-7330

WANNAKUMBAC
City Address:
437 ASSINIBOINE AVE.
WINNIPEG, MANITOBA
R3C 0Y5
943-2500
Contact Person:
BOB DOUGLAS
Camp Address:
P.O. BOX 125
ONANOLE, MANITOBA
R0J 1N0
1-848-2380

WASAGA
City Address:
120 MARYLAND ST.
WINNIPEG, MANITOBA
R3G 1L1
786-8911, 888-7374
Contact Person:
JIM RYAN (453-7872)
Camp Address:
ONANOLE
MANITOBA
R0J 1N0
1-848-2268

WINKLER BIBLE CAMP
City Address:

1-325-9519
Contact Person:
LINK WALLACE
Camp Address:
BOX 2340
WINKLER, MANITOBA
R0G 2X0
1-325-4573

FOR INFORMATION OR PUBLICATIONS on *RIDING MOUNTAIN NATIONAL PARK* contact
Superintendent of Riding Mountain National Park
Wasagaming, Manitoba,
R0J 2H0 1-848-2811

Regional Information Advisor
Parks Canada Prairie Region
457 Main Street
Winnipeg, Manitoba
R3B 3E8
949-2110 or 949-2290

CAMP INFORMATION SUMMARY

CAMPS:	GENERAL INFORMATION							CAMP CAPACITY				OPEN:											
	KM FROM Winnipeg	DIRECTION FROM WINNIPEG	M.C.A. MEMBER	M.C.A. ACCREDITATION	YEAR OF LAST ACCRED.	ACCESSIBLE TO HANDICAPPED	DEPOSIT REQUIRED	FALL	WINTER	SPRING	SUMMER	FALL			WINTER			SPRING			SUMMER		
												SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE	JULY	AUGUST
ARNES.....	110	N	YES	YES	84	P	YES	150	150	150	250	+	+	+	+	+	+	+	+	+	+	+	+
ASPEN ACRES.....	35	E	YES			N	YES	60		60	60	+	+							+	+	+	+
ASSINIBOIA.....	32	W	YES	YES	84	P	YES	100	100	100	120	+	+	+	+	+	+	+	+	+	+	+	+
BIRD RIVER BIBLE..	140	NE	YES			N	YES	80	45	80	75	+	+						+	+	+	+	+
B'NAI BRITH.....	197	SE	YES	YES	84	N	YES	125		125	130	+								+	+		
C.6.I.T. BRERETON.	148	E	YES			P	YES	60		60	60	+								+	+	+	+
CADDY LAKE.....	160	E	YES	YES	82	N	YES	20	20	20	100	+	+	+	+	+	+	+	+				
CEDARWOOD.....	120	NE	YES			Y	YES	60	60	60	60	+	+	+	+	+	+	+	+	+	+	+	+
KOINONIA.....	290	SW	YES	YES	82	N	YES	60	60	60	60	+	+	+	+	+	+	+	+	+	+	+	+
LAKESIDE.....	55	N	YES	YES	83	Y	YES	56	56	56	56		+	+	+	+	+	+	+	+			
LAKE NUTIMIK.....	115	NE	YES			P	YES	160	160	160	160	+	+	+	+	+	+	+	+	+	+	+	+
LUTHER VILLAGE....	260	E	YES			P	YES	75	50	75	75	+	+	+	+	+	+	+	+	+			
MANITOBA PIONEER..	150	E	YES	YES	83	P	YES	120		120	120	+	+							+	+		
MANITOU.....	2	W	YES	YES	82	Y	YES	100	80	100	40	+	+	+	+	+	+	+	+	+			
MASKWA.....	120	NE	YES				YES	75	25	25	75	+	+	+	+	+	+	+	+	+	+	+	+
MOOSE LAKE.....	210	SE	YES			P	YES	50	50	50	50	+	+	+	+	+	+	+	+	+	+	+	+
PEMBINA VALLEY....	160	W	YES			N	YES	50	20	50	50	+	+	+	+	+	+	+	+	+			
RED ROCK BIBLE....	150	NE	YES	YES	83	N	YES	110	110	110	110	+	+	+	+	+	+	+	+	+			
STEPHENS.....	200	SE	YES	YES	83	N	YES	140		140		+								+	+		
UKRAINIAN PARK....	100	NE	YES			N	YES			100	200	+	+						+	+	+	+	+
WANNAKUMBAC.....	275	NW	YES	YES	82	N	YES	75	75	75	75	+	+	+	+	+	+	+	+	+	+		
WASAGA.....	300	NW	YES			N	YES	80		80	80	+	+							+			
WINKLER BIBLE.....	115	SW	YES			P	YES	90		90	90	+	+						+	+	+	+	+

CAMP INFORMATION SUMMARY CONT'D.

CAMPS:	PROGRAM EQUIPMENT AVAILABLE																									STAFF AVAILABLE							TERRAIN										
	CANOES	SAILBOATS	KAYAKS	ARCHERY	CROSS COUNTRY SKIS	SNOW SHOES	TRAMPOLINE	VOLLEYBALL	TETHERBALL	ROPE COURSE	SHUFFLE BOARD	HORSE SHOES	SKATING RINK	BROOMBALL RINK	HORSES & TACK	INDOOR SWIMMING POOL	OUTDOOR SWIMMING POOL	INDOOR RIDING ARENA	OUTDOOR RIDING ARENA	TENNIS COURTS	MINI GOLF COURSE	ORIENTEERING CONTROLS	ORIENTEERING COURSE	18 HOLE GOLF COURSE	COOK	KITCHEN HELP	MAINTENANCE	CARETAKER	CO-ORDINATOR	RESOURCE STAFF	COUNSELLORS	WOODED AREA	HILLY	PLAYGROUND	RIVER	LAKE	ROCKY	BOG	MARSH	POND	HIKING TRAILS	SKI TRAILS	RIDING TRAILS
ARNES.....	+			+	+	+	+	+	+		+	+	+	+	+				+		+	+	+		+	+	+	+	+	+		+		+		+	+	+	+	+	+	+
ASPEN ACRES.....								+	+						+			+												+									+	+		+
ASSINIBOIA.....				+	+	+		+	+	+	+	+		+	+		+	+	+						+	+	+	+	+	+		+		+	+				+	+	+
BIRD RIVER BIBLE..	+			+				+	+	+		+	+	+	+			+	+			+	+		+	+	+	+	+	+		+	+		+	+	+	+	+	+	+
B'NAI BRITH.....	+			+				+	+	+			+	+								+	+		+	+	+		+	+		+		+	+	+	+			+
C.G.I.T. BRERETON.	+																			+		+	+		+	+			+	+		+		+				+				
CADDY LAKE.....																													+			+		+				+				
CEDARWOOD.....	+	+	+	+		+		+	+			+	+	+	+							+	+		+	+	+	+				+		+	+	+		+	+	+	+
KOINONIA.....	+			+		+		+	+		+	+	+	+			+					+	+		+	+	+	+				+		+				+	+		
LAKESIDE.....							+				+		+			+																+		+								
LAKE NUTIMIK.....	+			+				+	+		+	+	+	+			+			+		+	+				+	+	+			+		+	+	+	+	+	+	+	
LUTHER VILLAGE....	+							+				+													+	+			+			+		+	+	+	+	+	+	+	
MANITOBA PIONEER..	+	+		+				+														+	+		+	+	+	+	+	+		+		+	+	+	+	+	+	+	
MANITOU.....				+	+					+							+						+		+	+	+	+	+	+		+		+	+	+	+		+		
MASKWA.....	+							+																			+	+				+	+						+	+		
MOOSE LAKE.....	+	+		+	+	+		+																			+	+				+		+	+	+	+	+	+		
PEMBINA VALLEY....			+	+		+		+	+	+	+	+	+				+					+			+	+						+							+	+		
RED ROCK BIBLE....	+	+		+	+	+		+	+		+	+	+	+								+	+		+	+	+	+	+	+		+		+	+	+	+	+	+		
STEPHENS.....	+	+	+	+				+		+												+	+		+	+	+	+	+	+		+		+	+	+		+			
UKRAINIAN PARK....				+	+		+	+	+	+							+					+			+	+	+	+	+	+		+		+				+			
WANNAKUMBAC.....	+			+	+	+		+	+	+	+	+									+	+			+	+	+	+	+	+		+		+		+		+	+		
WASAGA.....																									+	+	+	+	+	+	+	+		+		+			+			+
WINKLER BIBLE ..				+				+	+	+	+	+	+				+				+						+	+				+							+			

APPENDIX D

CONTENTS OF FIRST AID AND SURVIVAL KITS

ST. JOHN AMBULANCE FIRST AID KIT

A covered container measuring approximately 12 cm x 12 cm x 30 cm should be used.

Contents: (for a group of 50 at maximum)

- ☐ 1. First aid pocket guide
- ☐ 2. Memo book and pencil
- ☐ 3. Twelve safety pins
- ☐ 4. Splint tweezers
- ☐ 5. Scissors
- ☐ 6. Dressings - 3 sterile 10 cm x 10 cm gauze compress pads
- ☐ - 16 sterile 7 cm x 7 cm gauze pads
- ☐ - 32 band-aids, 2.5 cm
- ☐ - 3 sterile, 1 m x 10 cm, pressure bandages
- ☐ - 1 large 15 cm pressure dressing
- ☐ - 4, 100 cm, triangular bandages wrap sets
- ☐ - 2, 5 cm x 5.5 m, roller bandages
- ☐ - 2, 1.2 cm x 2.5 m, adhesive tape
- ☐ - 1-7.62 cm tensor bandage
- ☐ 7. Antiseptic- 12 alcohol wipes

SURVIVAL KIT

The survival kit itself should be constructed of metal and waterproofed in some manner. In this way, it can be used as a cooking utensil under emergency conditions. The following list is essential for any type of wilderness travel or field trip.

Contents:

- ☐ Map and Compass
- ☐ Knife
- ☐ First Aid Kit
- ☐ Water proof matches
- ☐ Fire starter (candle)
- ☐ Flashlight
- ☐ Whistle
- ☐ Some freeze dried survival food (e.g. nuts, raisins)
- ☐ Twine or cord (7 m)
- ☐ Insect repellent
- ☐ Tarp, plastic cover, or space blanket
- ☐ Fish hooks, line (optional)
- ☐ Sunburn protection and glasses
- ☐ Small signal mirror
- ☐ Pencil and paper
- ☐ Pamphlet on "Surviving in the Manitoba Wilderness" (see page 66 for source.)

APPENDIX E

EVACUATION

- **DON'T PANIC !!!**
- Determine the extent of all injuries and administer first aid. First aid administered should be recorded and become part of the evacuation report.
- Delegate responsibility and keep everyone occupied.
- In preparation, determine the type of evacuation required.

  i.e. litter, helicopter, etc. Make sure the landing site for a helicopter is suitable and well marked. Always have an alternative plan.
- The going-out group should be comprised of a sufficient number of runners to be safe and a leader. The group should report the location of person(s) requiring evacuation number, route out, estimated time of travel and any special needs e.g. doctor, stokes litter, etc. (Take change, if your contact is via telephone).
- The evacuation party should be sufficient in number to be safe and achieve the evacuation.
- The going-out group and evacuation party should travel as light as possible (food, extra clothing, temporary shelters, medical supplies and other necessary equipment only).
- Other evacuation literature may be obtained from:

  National Outdoor Leadership School (NOLS)
  P.O. Box AA
  Lander, Wyoming
  USA, 82520

NOTE: Manitoba Natural Resources has a booklet on Surviving in the Manitoba Wilderness (1984). It's a must for wilderness excursions (945-6799)

APPENDIX F

GENERAL CAMPING PRACTICES

Backcountry Travel

- Try and travel quietly.
- Respect the needs of wildlife - never chase or charge any animal.
- Walk on designated and existing paths or portages. Do not blaze trees.
- Pick up any litter you find.
- Take only pictures leave only footprints.
- Respect historical artifacts.
- Obtain permission when visiting private land.
- Keep the group small. The larger the groups the greater the environmental impact.

Camping

- Choose a campsite well away from water sources, trails and beauty spots.
- Leave area cleaner than you found it.
- Don't trench.
- Wood craft projects have no place in today's wilderness.
- Don't pick or cut live plants, trees or fungi.
- Rotate visits to favourite campsites to permit recovery.

Fires and Stoves

- Fires should be used only when there is an abundant amount of fire wood available, otherwise use a stove!
- Cook on a small fire - large ones are uncontrolable and inefficient.
- Keep fire safe, away from roots, trees and tents,
  1) on flat rocks, 2) fire pit (flat or in mineral soil).
- Try to burn everything to white ash, charcoal does not decay.
- Select fire wood that is already dead and loose. Saws, axes leave unnecessary scars.

Fires and Stoves - continued

- Scatter rocks, ashes, extra fire wood so there are no traces of a fire, after it has been put thoroughly out.

Sanitation

- Latrine should be at least 15 m. from open water.
- For a large group use a group latrine. For small groups use individual cat holes.
- Remove sod and vegetation 20-30 cm. in diameter and dig no more than 15-25 cm deep. When 5-8 cm from full, refill with the, biologically active topsoil so decomposing bacterial action can take place.
- Urination should be done away from Trails in areas with humus layers and drainage.
- Use biodegradable soaps for shampooing, washing clothes, etc. If shampooing hair and lathering body, rinse most of the soap off on shore well away from the water.

Waste Disposal

- Take out all garbage you take in.

  Five B's - Burn it
  Bash it
  Bag it
  Bring it Back

- All extra food, fish viscera should be completely burned.
- Never wash in lake or river, use a large pot as a dishpan and dispose of dirty water in area above and well away from the water.

APPENDIX G

SAMPLE HEALTH FORM

Please fill in this record as accurately and neatly as you can. It will be on hand for our immediate referral should an emergency or mishap occur.

PLEASE PRINT CLEARLY

Student's name _____ Age _____

Address _____ Telephone _____

Parent/Guardian _____ Medical No. _____

Family Doctor _____ Telephone _____

1. Food allergies? Specify _____

   _____

2. Was your son/daughter recently exposed to any communicable disease?

   Yes ___ No ___ Specify _____

3. Is medicine taken regularly? Yes ___ No ___

   Reason _____ What medicine? _____

4. Bed wetting? Any record of this at home? Yes ___ No ___

5. Nervous habits? Yes ___ No ___ Type _____

6. Particular fears? Yes ___ No ___ State _____

7. Any other helpful information? _____

   _____ _____

8. We will endeavour to contact parents in case of emergency. If contact cannot be made, the child will be taken to the nearest medical treatment facility.

   I agree that medical treatment may be given to my child in case of accident.

_____ _____

Date Signature of parent/guardian

APPENDIX H

LESSON PLANNING FOR A SCHOOL SITE ACTIVITY

Proposed outdoor activity _____

Grade level _____ Curriculum area _____

Textbook reference _____ page _____

Outdoor resource needed _____

Purpose or Objective of the Activity:

a) _____

b) _____

c) _____

Procedures and Techniques (be specific and give sufficient detail)

_____

_____

_____

_____

_____

_____

_____

Materials and Equipment required: _____

_____

_____

Evaluation (were objectives reached?) _____

_____

_____

Follow-up activities in classroom: _____

_____

APPENDIX I

OUTDOOR ACTIVITY REFERENCES

For a list of films, periodicals, and other resource material, the Outdoor Education Resource Catalogue 1983 can be purchased from:

Manitoba Textbook Bureau
277 Hutchings Street
Winnipeg, Manitoba
R2X 2R4
Phone: 945-8940

Books, pamphlets and audio-visual resourses, are available for *LOAN* from

Manitoba Education Library
Box 3, Main Floor
1181 Portage Avenue
Winnipeg, Manitoba
R3G OT3
Phone: 945-7830 or 945-7832
WATS TOLL FREE LINE - 1-800-282-8069
Extension - 7830 or 7832

To Borrow:

1. Come in, write in, or phone in request.
2. Loan period is 28 days.
3. Loan of materials is free of charge. Postage is paid both ways by the Manitoba Education.
4. Hours of Operation:

   September - May

   Monday - Thursday: 8:30 a.m. - 9:00 p.m.
   Friday: 8:30 a.m. - 5:00 p.m.
   Saturday: 9:00 a.m. - 4:00 p.m.

   June, July and August:

   Monday - Friday: 8:30 a.m. - 4:30 p.m.

5. Limitations:
   4 records or cassettes at any one time
   2 kits at any one time
   4 videocassettes per subject area at any one time
   4 books or pamphlets per subject area at any one time
   Audio-visual resources may not be renewed.

For any information relative to specific activity areas e.g. Manitoba Canoeing Association, Manitoba Cycling Association, Manitoba Cross Country Skiing Association, Manitoba Orienteering Association, write or call:

c/o Manitoba Sports Federation
1700 Ellice Avenue
Winnipeg, Manitoba
R3H OBI
Phone: 786-5641

The following organizations, may be contacted and utilized, where possible, as resources for outdoor education programs. They may be able to provide speakers, assist with programs or serve as consultants. Contact the agencies or organizations listed to become more aware of their specific services.

This is only a sampling of the many organizations that are available. The following is by no means a complete listing.

Agency	
City of Winnipeg Parks and Recreation Department	885-1500
Crafts Guild of Manitoba Inc.	943-6281
Manitoba Camping Association	786-5641
Manitoba Culture, Heritage and Recreation (Recreation Services)	945-3766
Manitoba Environmental Council	945-7100
Manitoba Historical Society	947-0559
Manitoba Milk Producers' Marketing Board	786-6063
Manitoba Museum of Man and Nature (Education)	943-3204
Manitoba Naturalists Society	943-9029
Manitoba Outdoor Education Association (MTS)	888-7961
Manitoba Parks and Recreation Association	786-5641
Manitoba Physical Education Teachers' Association (MTS)	888-7961
Manitoba Wildlife Federation	633-5967
Natural Resources (Pamphlets)	945-6799
Parks Branch	945-3703
Red Cross Safety Services	772-2551
Seven Sisters Falls Wildlife Association Inc.	1-348-2890
Wildlife Foundation of Manitoba (Ft. Whyte Nature Centre)	895-7001
Y.M.C.A. (Camping Branch)	942-8157

APPENDIX J

SAMPLE FORM FOR PARENTAL CONSENT

I have read the attached information form* and hereby give my consent for (name of student) to participate in the outdoor education activity scheduled for (date) to (date).

I understand that this is a part of the school program, and that all activities will be well supervised. I give permission for my son/daughter to be sent home at my expense if their behaviour is distruptive or potentially detrimental to the well being of themselves or others.

Date

Signature of Parent/Guardian

NOTE TO THE TEACHER

*Attach Information to the consent form to include details where applicable of travel, lay-over and returning, site and housing, weather, clothing, expected risks and dangers, safety rules and precautions, medical facilities, duration of trip, sanitation, phoning networks, contingency plans, side tripping, communications methods etc.

APPENDIX K

PRELIMINARY NEIGHBORHOOD SITE SURVEY

(Within Walking Distance of a school)

Name of school _____

School address _____

School type: Elementary ____ Junior High ____ Senior High ____

Other ____

Grades included _____ Total enrolment _____

Name of neighborhood site _____

Address (or location) _____

Owner of site _____

Contact person: Name _____

Address _____

Telephone _____

Approximate size of area _____

Brief description of site including: natural features, buildings, restrooms, drinking water and other pertinent information.

_____

_____

_____

_____

What in your opinion is the potential for developing this site into a usable area for outdoor and conservation education?

High potential ____ Some potential ____ Very low potential ____

Emergency numbers and location

Hospital _____

Police _____

Doctor _____

APPENDIX L

PROTECTION AND PRESERVATION OF HISTORIC SITES AND OBJECTS

When visiting historical sites and objects, there are certain rules and regulations to help preserve their existance. The following has been summarized from the act, The Historic Sites and Objects Act.

No person shall damage, destroy, remove or alter a historic site or sign without a valid permit to do so. A person who is caught doing this is responsible for the costs of restoring the site to its previous condition.

If any artifact or paleontological object* (e.g. fossil) is found, it belongs to the owner of the land where it was found. The government controls and claims property to any skeletal remains wherever it is found.*

Every person who finds an artifact or paleontological object or skeletal remains must submit a report in writing to the minister and cannot export it out of province.*

A permit must be issued before any person can excavate for historic or archaelogical research.

DEFINITIONS

"artifact" means an object

(a) that is the product of human art or workmanship or both;

(b) that is of value primarily for its historic or archaelogical importance or interest; and

(c) that is or has been discovered above or beneath the surface of the earth or uncovered from beneath the surface of earth, whether by human activity or by natural causes;
A,/ S.M. 1975, c. 42, s.24

* from The Act - The Historic Sites and Objects Act. SM 1966-67 0.22,s1

"paleontological object" means that remains, or fossil, or other object indicating the existence, or extinct or prehistoric animals or plants but does not include skeletal remains;

"skeletal remains" means remains of human bodies situated or discovered outside a recognized cementery or burial ground in respect of which there is some manner of identifying the persons buried therein.

S.M., 1966-67, c. 22, s.2; Am. S.M. 1975, c.42, s.24

* from The Act - The Historic Sites and Objects Act. SM 1966-67 0.22,s1

APPENDIX M

SAFETY FACTORS RELATIVE TO WEATHER CONDITIONS

The necessary precautions have to be taught to all participants before adventuring on an outdoor education experience. Both hot and cold weather can cause serious problems.

During exceptionally hot weather, evaporation of sweat is critical in preventing overheating. Perspiration itself does not cool the skin, evaporation of perspiration does the cooling. Humidity, surface area exposed, air currents and temperature affect evaporation. To prevent heat related problems, individuals must be encouraged to drink cold water in moderate amounts every 15-20 minutes; to wear light coloured, light weight (cotton) and loose fitting clothing; to wear a hat; to keep out of the direct rays of sun when possible. Leaders should be familiar with the proper procedures for treating specific heat disorders e.g. heat exhaustion and have the ability to recognize the signs and symptoms.

In cold weather, problems may occur. Hypothermia is a dangerous lowering of the body temperature due to exposure and can be identified by constant shivering, loss of coordination, loss of judgement, slurring of speech. Frost bite is the freezing of cellular fluids due to exposure to cold, dry air and its first sysmptoms are insensitivity to cold and whittish mottling on the skin. In both cases, it is important to note the precautions and how the wind chill factor has a powerful effect.

- *Try not to leave too much skin exposed on windy days. Be sure to carry some kind of wind-proof outerwear and wear a toque. Heat loss is greatest from the surface area of the head.*

- *Hands, feet are best protected by wool mitts and high wool socks to the knee.*

- *Plan running and skiing routes through the woods or near buildings, which will protect you from the wind. If the open country cannot be avoided on a windy day. go against the wind on the first half of your outing and with the wind on your way home. You'll not only be getting a bit of a push when you're starting to feel tired, but with the wind at your back you'll be cutting the wind-chill factor when you're most sweaty and liable to chilling.*

- *Lower your susceptibility to cold by not smoking, avoiding caffeine and alcohol, eating well, getting enough sleep, staying dry, and exercising midly.*

. Be familiar with wind chill danger zones:

EXAMPLES OF WIND CHILL FACTOR

Wind Chill Factor (watts per sq. meter)	Comments
700	Conditions considered comfortable when dressed for skiing.
1200	Conditions no longer pleasant for outdoor activities on overcast days.
1400	Conditions no longer pleasant for outdoor activities on sunny days.
1600	Freezing of exposed skin begins for most people depending on the degree of activity and the amount of sunshine.
2300	Conditions for outdoor travel such as walking become dangerous. Exposed areas of the face freeze in less than 1 minute for the average person.
2700	Exposed flesh will freeze within half a minute for the average person.

Environment Canada provides current information on wind chill factors (949-2070)

APPENDIX N

SUPPLY CHECKLISTS FOR DIFFERENT OUTDOOR EXPERIENCES

FOOD

Food

- ☐ Canteen or water bag
- ☐ Pots & Fry Pan
- ☐ Cup Bowl
- ☐ Eating Utensils
- ☐ Foil
- ☐ Matches
- ☐ Pot Tongs
- ☐ B.P. Grill
- ☐ Stove/Fuel
- ☐ Fire Tube
- ☐ Salt/Pepper
- ☐ Milk/Sugar
- ☐ Coffee/Tea
- ☐ Cocoa
- ☐ Drink Mix
- ☐ Cooking Oil
- ☐ TRAIL SNACKS
- ☐ Can & Bottle Opener
- ☐ Soap & Scouring pad
- ☐ Plastic Bags-large & small
- ☐
- ☐
- ☐

MISCELLANEOUS

Miscellaneous

- ☐ SURVIVAL KIT
- ☐ Sewing Kit
- ☐ Binocular
- ☐ Fishing Gear
- ☐ Thermometer
- ☐ Nature Guides
- ☐ Reading Material
- ☐ Extra Batteries & Bulb
- ☐ Plastic Bags
- ☐ Rubber Bands
- ☐ Hiking Staff
- ☐ Musical Instrument
- ☐ Notebook/Pen
- ☐ Ground/Air Signals
- ☐ Fire Permit
- ☐ Cards
- ☐ Camera/Film
- ☐ 2 quarters (emergency phone calls)
- ☐ Stamped envelopes
- ☐
- ☐
- ☐
- ☐
- ☐

CLOTHING

Clothing

- ☐ Socks
- ☐ Underwear
- ☐ Sock cap or Down Hood
- ☐ Pajama or Long Johns
- ☐ Sweater
- ☐ Wool Shirt
- ☐ WINDBREAKER
- ☐ Rainwear
- ☐ Bandanas
- ☐ Rain Suit
- ☐ Gloves
- ☐ Snowshoes
- ☐ Shirt
- ☐ Trousers
- ☐ Jacket
- ☐ Boots
- ☐
- ☐
- ☐
- ☐

* Choice of clothing depends on season and weather

MEDICAL

Medical

- ☐ First Aid Booklet
- ☐ Antiseptic & soap
- ☐ Band Aids
- ☐ Gauze pads & rolls
- ☐ Moleskin
- ☐ Snake Kit
- ☐ 2" roll Adh. tape
- ☐ Tweezers
- ☐ Safety pins
- ☐ Medication
- ☐ Sunburn & Chapstick
- ☐ Insect Repellent
- ☐ Water Purifiers
- ☐ Sun Glasses
- ☐ Extra Glasses
- ☐ Vitamins
- ☐ Razor Blade
- ☐ Allergy Restrictions
- ☐ Scissors
- ☐ Tensor Bandage

- ☐ Paper & Pencil

WINTER TRAVEL

Winter Travel

- ☐ Skis, bindings, poles
- ☐ Ski Shoes
- ☐ Boots
- ☐ Cap, toque & facemask
- ☐ Snowshoes + harness
- ☐ After ski boots
- ☐ Parka
- ☐ Mitts
- ☐ more extra clothing
- ☐
- ☐
- ☐

BICYCLE TRAVEL

Bicycle Touring

- ☐ Bike and carriers
- ☐ Saddle bags
- ☐ Water bottle & carrier
- ☐ Front light & reflector
- ☐ Bike lock
- ☐ Working pump
- ☐ Extra cables
- ☐ Patches, kit & spare tubes
- ☐ Tire irons
- ☐ Adjustable 6" wrench
- ☐ Extra brake blocks
- ☐
- ☐
- ☐

TOILETRIES

Toiletries

- ☐ Tooth Brush
- ☐ Tooth Paste
- ☐ Soap
- ☐ TOILET PAPER
- ☐ Wash Basin
- ☐ Towel
- ☐ Sanitary Supplies
- ☐ Mirror
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

SHELTER

Shelter

- ☐ Tent or Tarp or Tube Tent
- ☐ Sleeping Bag
- ☐ Air Mattress or Foam
- ☐ Ground Cloth
- ☐ Nylon Cord
- ☐ LIGHTWEIGHT TARP
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

APPENDIX O

USE OF PROVINCIAL PARKS

School groups, youth groups and qualified non-profit organizations are eligible for free entrance passes to provincial parks for day-use and special-use programs.

Special two-hour passes are available for private cars transporting children or handicapped persons to day camp and group-use sites at Birds Hill, Whiteshell and St. Malo Provincial Parks.

Those eligible for free park entrance passes should forward written application to the Public Affairs Coordinator, Visitor Services, Parks Branch, 280 Smith Street, Winnipeg, R3C IK2.

A wide variety of publications and audio-visual media are available to assist teachers in making use of provincial parks for outdoor education. Publication and film lists are obtainable from:

Dept. of Natural Resources
1495 St. James Street
Winnipeg, Manitoba
R3H OW9
945-6785

Parks Branch
280 Smith Street
Winnipeg, Manitoba
R3C IK2
945-4373

In addition to publications and audio-visual media, the Parks Branch offers four outdoor education activity packages for teachers.

BIRDS HILL OUTDOOR EDUCATION PROGRAM

Birds Hill Provincial Park offers a wide range of outdoor education opportunities in a natural setting close to Winnipeg. The program is primarily focused on grades 4 to 9, although teachers of other grades are also encouraged to use the park. The winter program includes activities related to snow ecology such as quinzhee building and flora and fauna studies under winter conditions, while the spring program consists of activities designed to highlight the natural habitat of Birds Hill Park.

Teachers participating in the program for the first time may reserve a date and be guided through the program by trained parks personnel. Past participants may book the interpretive workshop facilities and conduct their own program. In-service training sessions are held throughout the winter to assist teachers in using the park on their own. The in-service sessions show teachers how to use the environmental study stations in the park, and other innovative approaches to education in informal learning environments.

SPRUCE WOODS TEACHER ACCREDITATION PROGRAM

Access to the Spirit Sands in Spruce Woods Provincial Park is permitted only with a parks guide and must be arranged well in advance of the visit due to the high demand for these tours. In order for teachers to gain unsupervised access for their students and themselves, they must first gain accreditation through a training session provided by the Parks Branch. The Spirit Sands are an extremely fragile landform requiring careful managment of human activities. Teachers are made aware of the natural and cultural features of the hills, as well as the precautions that must be taken to ensure both the safety of the landform and the students.

SNOW ACTIVITY PROGRAM

A snow activity program is offered for teachers wishing to use Provincial Parks for winter field trips. In-service training sessions are available in Birds Hill and Spruce Woods Provincial Parks and participants are given a snow activity program book. The book explains snow ecology, how wildlife and plants cope with winter, and suggest activities teachers may conduct to illustrate these concepts.

For further information on these activities, contact the Vistor Services Specialist in your area.

PROVINCIAL PARKS

Visitor Services Specialist
Birds Hill Provincial Park
Box 183, R.R. #2
Dugald, Manitoba
ROE OKO PHONE: 222-9151

Visitor Services Specialist
Whiteshell Provincial Park
Falcon Lake, Manitoba
ROE ONO PHONE: 349-2201

Ranger in Charge
Hecla Provincial Park
Box 70
Riverton, Manitoba
ROC 2R0 PHONE: 378-2945

Ranger in Charge
Grand Beach Provincial Park
Grand Beach, Manitoba
ROE OSO PHONE: 754-2728

Visitor Services Specialist
Spruce Woods Provincial Park
Box 488
Brandon, Manitoba
R7A 5A4 PHONE: 727-0747

On a seasonal basis, visitor services attendants in Hecla and Grand Beach Provincial Parks may be available to assist teachers in using these parks from late May to the end of June. For further information contact

FEDERAL PARKS

Churchill
Administration and Information. . . . . .(204) 675-8863

Clear Lake (Riding Mountain)
Administration Office . . . . . .(204) 848-2811
Seasonal Naturalist . . . . . .(204) 848-2250

Selkirk (Lower Fort Garry)
Administration and Information. . . . . .(204) 482-6843

APPENDIX P

WATER SAFETY

When teaching any aquatic activity, it is important to remember that the promotion of attitudes and practices which maximize safety will have life-long relevance and provide for years of enjoyable exercise.

SWIMMING ACTIVITIES

All swimming excursions should take place in an area supervised by a qualified lifeguard. However, the presence of a qualified lifeguard DOES NOT relieve the instructors of their responsibilities for supervision of the group. Contact the Queen's Printer for Manitoba Regulation P210-R3 Division 16 and 17 for current lifeguard qualifications, 200 Vaughan Street, Winnipeg, MB, R3C IT5, 945-3100.

If the swimming excursion is planned for an unsupervised area, an individual with a minimum achievement of the Royal Life Saving Socity Bronze Medallion or equivalent should accompany the group. In many cases, this individual could be the instructor and/or supervisor.

Basic Swimming Regulation*

- *Swim only after obtaining the permission of both the lifeguard and the instructor; and only in an area which is well-defined.*
- *Always swim with a buddy.*
- *Play safely and consider the safety of others.*
- *Never fake trouble and always observe and obey warning notices.*
- *Remember that floatation devices are not substitutes for the ability to swim.*
- *Always be aware of and respect your limitations.*

* Red Cross Water Safety Program

SMALL CRAFT ACTIVITIES

Safety Guidelines

- Instructors and supervisors should have first aid and lifeguard qualifications. (For current information check with Queen's Printers, 200 Vaughan Street, Winnipeg, MB. R3C IT5, 945-3100.)
- A ratio of 1 designated supervisor per 5 students is recommended.
- Instructors must be fully prepared to teach students in survival swimming and boating skills before any aquatic trip is attempted. Resources are available from the Red Cross Safety Services.
- Make certain each participant has a degree of swimming endurance (equivalent to Red Cross Maroon level) and can effectively use a personal floatation device (P.F.D.) and/or a lifejacket. Before the trip there should be a thorough examination of these points.
- An experienced leader must accompany the group.

BEFORE SETTING OUT

- Ensure that the proper authorities know the route, timetable and names of all participants.
- Ensure that an emergency plan has been developed and reviewed.
- Become familiar with every aspect of the route. Detailed maps of Manitoba's waterways are available from the Manitoba Government listed under "Maps".
- Always pack the necessary equipment. All loose items should be fastened to the craft.
- Check all equipment to ensure that nothing is left out and that everything functions properly.
- Check the capacity plate on each craft which will be used on the trip. NEVER overload the craft with passengers or their gear.
- Check to ensure that the participants are not carrying any unnecessary and dangerous items.
- Check the weather and water conditions.

On the Water

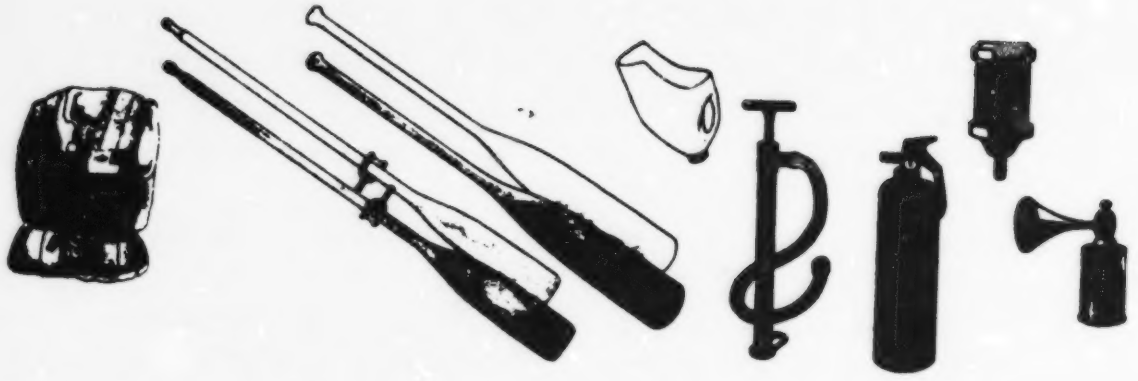
- Never take unnecessary risks of any kind and exercise special care if you are in unknown waters.
- Always keep the craft away from areas used by bathers.
- Always keep the craft close to shore. During windy conditions stay near the sheltered shore.
- If a storm is approaching, land on the nearest shore while conditions are still favourable.
- Do not remain on the water if the size of the wave approaches 20 cm in height.
- If caught in a storm, keep low in the craft and make for shore. Remember that it is dangerous to turn the craft broadside in a storm.
- If upset in any craft, attempt to right the craft, climb in and head for shore. Stay with the craft.
- In the event of a separation from the craft, perform the H.E.L.P. or "huddle" position to prevent hypothermia.

CLOTHING AND EQUIPMENT

Clothing

- It is important for the health and safety of the participants that they wear proper clothing, determined by the type of activity and by prevailing wind and weather conditions.
- Precautions should be taken against sunburn, heat exhaustion, eyeburn and hypothermia.
- Clothing should be snug at the ankles and wrists. In the case of an emergency, this clothing will help keep you warm and afloat.
- All participants should experience, in a controlled situation only, falling from the craft with their clothes on. This will give them practice in using their clothing to achieve maximum floatation.
- Rubber boots and bulky clothing are a distinct hazard to the inexperienced swimmer.

Equipment



List of necessary equipment required on a boat trip

1. one approved lifejacket, P.F.D. (personal floatation device) or lifesaving cushion for each person on board
2. two (2) oars with rowlocks or two paddles
3. one hand held bailer or one manual pump
4. one class B-1 fire extinquisher - if vessel has inboard motor or fixed fuel tank or heating or cooking appliance e.g. camp stove
5. one light
6. some type of sound signallying device (e.g. whistles attached to each lifejacket)
7. first aid kit
8. survival kit
9. repair kit for craft
10. a 20 ft. length of rope for the bow and stern of the craft
11. an extra paddle for each craft

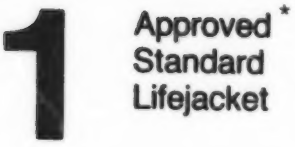
EVERYONE MUST WEAR A PERSONAL FLOATATION DEVICE (E.G., LIFEJACKET) AT ALL TIMES WHEN BOATING.

Everyone must know how to put them on properly, and should try them out in the water. It is important that they understand the purpose of the PFD, as well as how it will keep them afloat.

Choosing Personal Floatation Devices

The protection PFD's provide depends upon their type and the size of the wearer. PFD's used must be of the type approved by the Canadian Government Specification Board and recognized by the Ministry of Transport.

Three types of PFD's approved by the Ministry of Transport are:



Approved for use in all boats on Canadian waters

Standard lifejackets must be carried in most commercial vessels and may be used in all pleasure craft.

Keyhole standard lifejackets are made of kapok or unicellular foam and have the highest buoyancy value of all lifejackets or personal floatation devices.

A lifejacket will not function properly unless it is tied on the body properly.

*Red Cross Water Services

2 Approved* Small Vessel Lifejacket

Approved for use in all pleasure craft on Canadian waters

Small vessel lifejackets are made of kapok or unicellular foam.

There are two styles, a one-piece keyhole design similar to the standard lifejacket, and the front opening vest.

The small vessel lifejacket also must be worn on the body correctly to function properly.

The jacket provides support for the head so that the face of an unconscious person is held above the water with the body inclined backwards from the vertical position.

The approved small vessel lifejacket will turn the body on its back only once on initial entry into the water.

3 Approved* Personal Flotation Device

Approved for use in pleasure craft on Canadian waters

PFDs are made of unicellular foam and come in many different styles. They are made so as to give you freedom of movement for your favorite sports, life fishing, hunting, water skiing, canoeing.

They are intended for constant wear and are very comfortable even for active boaters.

A PFD is not a substitute for a lifejacket and will not function like a lifejacket. It does not have as much buoyancy as a lifejacket and will not necessarily turn an unconscious person to a face-up position. PFDs are only aids to assist you to keep afloat. They have varying degrees of effectiveness depending on body size and type. PFDs increase the chances of survival, however. Wear them.

*Red Cross Water Services

When making the selection of a standard PFD for use by the group, try out different models and become familiar with the tie-tape arrangements.

PFD's are reversible. When using certain types of PFD's, such as the keyhole style of jacket, it is important that the waist straps be tied around the body and not around the jacket position.

In order to become familiar with the capabilities of the PFD's, wade into water about chest deep and, by bending your knees, let the buoyancy of the PFD support you. You will find that it will incline you in a backward position with your mouth clear of the water.

Care of PFD's

After choosing the best PFD's for the group's needs, the responsibility for maintaining them in good condition rests with you. The following points in particular should be noted:

- Do not abuse the PFD by using it for any other purpose, such as a seat cushion, boat fender or kneeling pad.
- When wet, hang it up to dry in the open air or in a well-ventilated place; do not dry it in front of a radiator or other source of direct heat.
- When dry, store it in a well-ventilated cool place.
- Do not use harsh detergents or cleaning fluids to clean a dirty PFD. Never dry-clean. If it feels heavy and damp, discard it.

CAUTION ...

Children are difficult subjects to float in a safe position because of the distribution of body weight, coupled with their tendency to panic when suddenly placed in an unaccustomed environment. The violent movement of the arms and legs in an attempt to "climb out" of the water tends to nullify the stability of the PFD. Approved PFD's will keep children afloat, but not always in a face-up position. Therefore, PFD's are not substitutes for adult supervision.